**Objectives**

Upon completion of this activity, you will be able to:

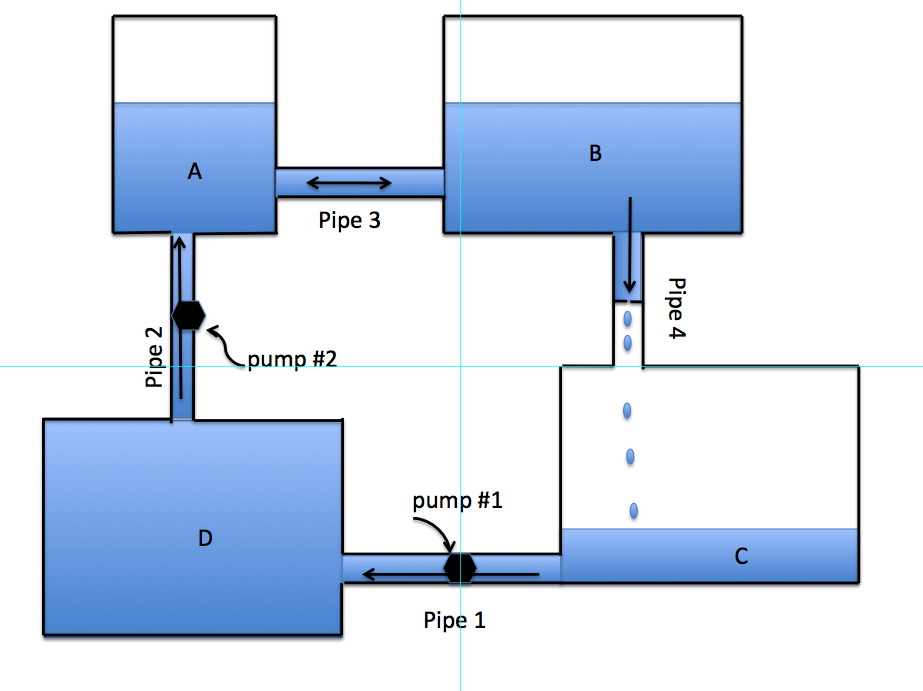
* Identify movement and/or change of matter as it moves through the water cycle.
* Define residence time and predict how a system is impacted by changes in residence time.

**Causal Principles**

1. Gravitational energy, thermal energy and/or chemical **energy** drive all movement and change of matter on Earth.
2. A system is in **equilibrium** when energy in the system is balanced.
3. Matter moves and changes to return a system to **equilibrium**.
4. **Energy** is needed to break bonds and is released when bonds form.
5. **Temperature** is a measure of the movement of molecules. Higher temperature means molecules are moving faster.

**PART 1: Class Notes**

**Part 1: Class Activity – Analogy between Simple System and Water Cycle**



|  |  |  |
| --- | --- | --- |
| **Simple system** | **Water cycle** | **Phase\*** |
| Container A | *Water vapor in atmosphere* | *Gas* |
| Container B |  |  |
| Container C |  |  |
| Container D |  |  |
| Pipe 1 | *Surface runoff* | *Liquid* |
| Pipe 2 |  |  |
| Pipe 3 |  |  |
| Pipe 4 |  |  |

Table A. Aligning the system to the water cycle.

\*If there is a phase change represented by an object, write both in the Phase column.

**Part 2: Group Work**

Fill in Table B in the same way we filled in Table A together, but with container A now analogous to groundwater. The terms that you will use include: *stream, atmosphere, condensation, surface water, discharge, evaporation, lake, cloud, precipitation*.



Table B. Aligning the system to the water cycle including groundwater.

|  |  |  |
| --- | --- | --- |
| **Simple system** | **Water cycle** | **Phase** |
| Container A |  |  |
| Container B |  |  |
| Container C |  |  |
| Container D | *Groundwater* |  |
| Container E |  |  |
| Container F |  |  |
| Pipe 1 |  |  |
| Pipe 2 |  |  |
| Pipe 3 |  |  |
| Pipe 4 |  |  |
| Pipe 5 | *Infiltration* |  |
| Pipe 6 | *discharge* |  |

**Causal Principles**

When components of two domains are analogous, a common principle can be used to describe both. For every corresponding pair of components in Table C, identify the causal principle the two processes have in common.

Table C. Causal principles related to the water cycle

|  |  |  |
| --- | --- | --- |
| **Simple system** | **Water cycle** | **Causal Principle** |
| Water moves between containers | Water moves between reservoirs |  |
| Water is pumped in Pipe 2 | Energy is used for evaporation |  |
| Water drips in Pipe 4 | Precipitation |  |
| Water flows in one or two directions between containers. | Water my flow in one or two directions between reservoirs. |  |

**Question:**

A. Imagine the process of condensation in Earth’s atmosphere stops. How would this affect flow of water in streams? Use the steps of the water cycle to explain your reasoning.

**Part 3: Homework – Residence Time**

Residence time is the average amount of time that a material remains in a reservoir. Residence time is calculated by the following equation:

R.T. = amount in a reservoir ÷ flow in (or out) of the reservoir.

**Homework Questions**

1. Sometimes an aquifer is pumped dry and the sediment compacts so that it can no longer hold any groundwater. How would this impact the residence time of groundwater in the water cycle?
2. Increase
3. Decrease
4. Remain the same
5. If the temperature of the atmosphere decreases, condensation will increase. What would happen to the residence time of water in the atmosphere if there were global cooling?
6. Increase
7. Decrease
8. Remain the same
9. If all the glacial ice on Earth melted, what would happen to the residence time of water in the atmosphere?
   1. Increase
   2. Decrease
   3. Remain the same
10. If the temperature of the atmosphere increases, more evaporation will occur. What would happen to the residence time of water in the atmosphere if there were global warming?
    1. Increase
    2. Decrease
    3. Remain the same